

# THE EFFECT OF COUNSELING IN SELF AND CAREER DEVELOPMENT TO ENHANCE STUDENTS' AWARENESS OF THEIR PERSONAL AND STUDY PROBLEMS

**Aniva Kartika**

**Faculty of Psychology, University of Surabaya, Indonesia**

"Abstract". Gifted students may insufficiently have insight of their problem-solving and lack of certain skills to solve their problems in **various** areas. Preliminary survey on students in 10<sup>th</sup> and 12<sup>th</sup> grade of acceleration program for gifted students reveals that, besides unsuitable teaching methods, mastery of academic content, and incompatibility between academic content and evaluation, most of them have problems in self-regulated learning and personal problems. The problems related to self-regulation mostly are time management and motivational problems. Meanwhile, the students also have personal problems, such as: stress management, emotional control, impulse control (lack of discipline), boredom, tedious life, loneliness, etc. The third highest order of the personal problems are: first, emotional control, second, impulse control (lack of discipline), and then boredom. For the 12<sup>th</sup> grade, they also face difficulty in choosing the right career suits to their ability **and** interests. In response to that, counseling in self and career development is designed to improve students' insight and problem solving in those areas. The paper reports the preliminary survey, the design of the counseling and its' effects on students' problem solving. It also discusses some barriers and alternative suggestions for future intervention.

## **BACKGROUND**

Educating gifted students mostly has focused on meeting their learning needs. Nowadays, there is a growing emergence to put emphasis on fulfilling gifted students psychological needs since they are no longer **are** viewed as having extraordinary learning capacity but also as an individual with complex personalities, high sensitivities and vulnerabilities. **As** noted by Semiawan (1997) that social emotional life in giftedness is often put on the **2<sup>nd</sup> rank** after academic focus since there is more emphasis on their intellectual and academic ability. In school environment, the same phenomenon is also acknowledged. However, in the area of counselling or psychotherapy, most practitioners dealing with gifted children may ignore the